

Kindergarten

Narrative Writing – Telling Stories: Real or Imagined

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
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Kindergarten: Narrative Writing:
Telling Stories: Real or Imagined

Unit Rationale/Overview:

Telling Stories: Real or Imagined Unit is a storytelling and writing unit that provides students opportunities to listen to and retell stories by identifying beginning, middle, and end. Students will expand their oral language by engaging in storytelling, conversation, and interactive writing. By integrating read alouds with interactive writing, teachers will help students build a deeper understanding of retelling. The skill of retelling will expand students' ability to read and comprehend texts through talking and writing. For kindergarteners, written language is a new medium of expression, and much of the story is expressed orally (recorded as dictation and in the pictures. Combining more familiar modes of communication with written language helps solidify a young child's understanding that spoken words can be written down and is an important step in the developmental process. Students will also have many opportunities to write and construct narratives about real or imaginary things.

The teacher's modeling of writing strategies, using his/her own stories and thinking aloud about the writing, is crucial to the implementation of this narrative unit, in terms of drafting, as well as demonstrating craft and revision. The teacher will serve as the expert writer, who both models and writes with students as she/he instructs them in the writing process.

Through collaboration, analysis of literary texts, and authentic reading and writing tasks within this unit, students will learn to be successful and proficient readers, writers, and communicators. These traits will also assist students in developing the world class skills listed in the Profile of the South Carolina Graduate. <http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Estimated time frame: one to two weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targets Standards/Indicators

Reading- Literary Text

K.RL.7 Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

K.RL.7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.

K.RL. 5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

K.RL.5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.

Writing

K.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well chosen, details, and well-structured event sequences.

K.W.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events, in the order in which they occurred, and to provide a reaction to what happened.

K.W.3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Embedded Standards/Indicators

Inquiry-Based Literacy Standards

K.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

K.I.1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonder” about ideas of interest.

K.I.1.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

K.I.2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

K.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

K.I.3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.

K.I.4 Synthesize information to share learning and/or take action.

K.I.4.2 With guidance and support, use tools to communicate findings.

K.I.4.3 With guidance and support, reflect on findings.

K.I.5 Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

K.I.5.1 With guidance and support, recognize the value of individual and collective thinking.

K.I.5.2 With guidance and support, monitor and assess learning to guide inquiry.

Writing

K.W.6 Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

K.W.6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.

Communication

K.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

K.C.1.1 Explore and create meaning through play, conversation, drama, and storytelling.

K.C.1.2 Practice the skills of taking turns, listening to others, and speaking clearly.

K.C.1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.

Clarifying Notes and “I Can” Standards

Clarifying Notes:

For students in kindergarten, writing about experiences becomes easier as they are able to remember and sequence events. Retelling is a skill used daily to recapture life experiences, and learning how to successfully retell lays the groundwork for summarizing in subsequent grades. Retelling and summarizing both require the reader to remember the important information in the text. In addition, having students write a personal narrative using shared or interactive writing helps students sequence and organize events.

A narrative is a story with a beginning, a series of events, and an ending. Narratives may be fiction or nonfiction, and they usually tell about important events from a character's (or subject's) life.

The strategies suggested should be used in a variety of instructional settings based upon the balanced literacy approach and on student needs. Within some strategies, additional information will pertain to teacher preparation of materials.

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include teacher and students' working together, students' working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other

instructional method) based on their knowledge of students. Refer to Gradual Release Model at <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

The strategies listed within this unit can be taught within Writer's Workshop. When Writer's Workshop is integrated with reading, students construct meaning in a more authentic way. The components of Writer's Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Mentor Text

A mentor text should be a text that the students are familiar with from prior experiences. In her book *What You know By Heart*, Katie Wood Ray says that mentor texts become our coaches and our writing teachers. They provide opportunities for students to see what kinds of writers they can become as they imitate the text and continue to find ways to grow. When a student learns to write from a mentor text, an effective method of instruction is for the teacher to provide multiple mentor texts. A variety of strategies can be learned from more than one author and text. For this reason, multiple possible mentor texts are listed in this unit (Ray, 2002).

Reminders:

- Encourage students to begin using the words “story” and “text” interchangeably.
- Anchor charts are visual references that are used as a tool for students to receive ongoing support as they develop in their understanding. Ideally, anchor charts are made with students and may be displayed as needed or determined by the student work.
- Shared writing- In this approach to writing, the teacher acts as the scribe, composing and constructing the text that the students can read again. It is a collaborative process between the teacher and students. The emphasis is on the message or story they are creating together. After production, the text is used for reading. The text may also be used as a model or resource for students' own writing. (McCarrier, Pinnell and Fountas, 2000)
- Interactive Writing- In this approach, the teacher and the students “share the pen.” At strategic points in the construction of the text, the goal is to draw the students' attention to the specific conventions of written language and the writing process that need to be learned or reinforced.

After production, the text is used for reading. The text may also be used as a model or resource for their own writing. (McCarrier, Pinnell and Fountas, 2000)

Encourage students to read like a writer and have collaborative conversations through “Turn and Talk.” (Routman, 2003)

Teaching Tips:

- Before you begin, model “turn and talk” with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a “turn and talk” partner or small group.
- During read aloud, stop several times at natural breaking points to “turn and talk” about the following questions.
- Where do you think this author got his/her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?

- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did the author use?
- Notice the way the sentences flow. How did the author make the text read smoothly?.

“I Can” Statements

- I can identify the beginning, middle, and end of a text heard or read. (K.RL.7.1)
- I can retell a familiar text. (K.RL.7.1)
- I can ask and answer questions about the story I heard or read. (K.RL. 5.1)
- I can draw, dictate, and write a narrative with a beginning, middle, and end.(K.W.3.1)
- I can draw, dictate and write a narrative with events in order. (K.W.3.1)
- I can plan, revise, and edit my narrative story. (K.W.3.2)
- I can create meaning through storytelling. (K.C.1.1)
- I can listen to others while they tell a story. (K.C. 1.2)
- I can participate in conversations about my narrative writing .(K.C. 1.4)
- I can create a book about me with teacher support. (K.W.3.1)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- How can I use drawing and writing to tell others what I think?
- What can I learn from sharing or retelling what is read?
- Why do we include a beginning, middle, and end when we tell a story?
- When I hear or read familiar texts, how are they alike?

Academic Vocabulary

Some students may need extra support with academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction is during the modeling process.

retell	text
beginning	compare
middle	sequence
end	events
setting	narrative
character	edit
details	revise
author/illustrator	

Prior Knowledge

As preschoolers, students discuss storybooks by responding to questions about what is happening and predicting what will happen next in the story. In writing, preschoolers make marks they call “writing” that look different from drawings (vertical series of marks for a grocery list,” horizontal lines of marks for a “story”).

Subsequent Knowledge

As first graders, students grow as readers and writers. They will learn to use key details to determine the theme in a text heard or read, compare and contrast familiar texts in author genre studies, and write narratives that recount two or more sequenced events, which include details, temporal words to signal event order, and a closure.

Potential Instructional Strategies

Learning Targets:

- **I can retell a familiar text. (K.RL.7.1)**
- **I can create meaning through storytelling. (K.C.1.1)**
- **I can listen to others while they tell a story. (K.C. 1.2)**

Notes:

Text: None

Instructional Grouping: Small or Whole Group

Preparation: The teacher needs to prepare pictures of two stories

Model (I do):

- The teacher will begin by telling the students a story about his/her favorite trip, using picture cards or sentence strips with picture clues.
- Using the picture cards or sentence strips, the teacher will model how to retell the story.

Guided Practice (We do):

- The teacher will tell an additional story about a specific event in the classroom, following the same procedure and using picture and /or sentence strips.
- The teacher and the students will work together to retell the story orally and then through shared writing.

Independent or Partner Practice (You do):

- The students will then turn and talk and tell their partners about their favorite trips while the teacher listens in to several conversations.
- This activity will be used to give the teacher an opportunity to complete a quick formative assessment on the students' ability to tell a story.
- After the students have had an opportunity to share their stories with a partner, the teacher will then ask the students to retell their partner's story.
- The teacher will conduct writing conferences and scaffold learning as needed.
- Students will retell a story through drawing, dictating, or writing.
- The teacher will bring the group back together to share and close the lesson.

Learning Target: I can identify the beginning, middle and end of a text read aloud. (K.RL.7.1)

Notes:

Text: Use a blank book or a wordless book

Instructional Grouping: Small or whole group

Preparation: Gather a familiar text or story read aloud; create sticky notes with the letter B, M, E for each student; gather chart paper and markers

The teacher should provide many daily experiences students to retell, using the terms beginning, middle, and end during any book-talks, independent reading conferences, etc. Students' understanding of how to become stronger at retelling will grow as students become more comfortable in their use of these terms.

Model (I do):

- The teacher will explain to the students that all stories have a beginning, middle, and end.
- The teacher will read a familiar text while stopping to place sticky notes around the beginning, middle and end sections of the story.
- The teacher will identify the three parts of the story: beginning, middle and end.

Guided Practice (We do):

- Label chart paper with three numbered sections or with labeled sections B, M, E.
- Quickly reread an additional story or book that is familiar to the students.
- After the subsequent reading, ask the students to identify and help you write and/or draw about the beginning, middle and ending of the story, using the labeled sections on the chart.
- **These labeled sections can be color coded (green, yellow and red) to allow visual learners to connect with the lesson.

Independent or Partner Practice: (You do):

- Have students work independently using the story cards (illustrations) to put the story events in the correct order. The students should then write the story in order using beginning, middle, and end. The teacher can observe students at work and make note of those who may need additional instruction. The teacher will bring the group back together to share and close the lesson.
- The teacher will conduct writing conferences and scaffold learning as needed.
- The teacher will bring the group together to share and close the lesson.

Learning Targets:

- **I can draw, dictate, and write a narrative with a beginning, middle, and end. (K.W.3.1)**
- **I can participate in conversations about my narrative writing. (K.C. 1.4)**

Notes:

Text: Familiar book

Instructional Grouping: Small or whole group

Preparation: Gather familiar texts; prepare chart paper with a very large stop light drawn on it (this will be used to write a story with a beginning, middle and end); collect markers and pencils for students; display the anchor chart with beginning, middle and end from the previous lesson; create a chart paper with three columns or three boxes; create student partner blank books, and view Sesame Street video on beginning, middle and end (<https://www.youtube.com/watch?v=hnoJwfnzmqA>); create the How Writers Writer anchor chart with pictures.

Implementation of this strategy could take place over multiple days.

Model (I do):

- Show the Sesame Street video to review beginning, middle and end at <https://www.youtube.com/watch?v=hnoJwfnzmqA>
- The teacher will review the concept of retelling, using the vocabulary: beginning, middle and end.
- Before writing, create a chart, showing how writers can write: think, draw, label, write, add details, read
- Using chart paper with three columns, model how to draw, label and write the personal story.

Guided Practice (We do):

- The teacher will conduct a shared writing lesson with the students, retelling a familiar event from the school year.
- Use a 3-columned chart labeled B-M-E to document the beginning, middle and end of a book.

Independent Practice (You Do):

- With a partner or independently, students will use a three- page booklet to draw or write a narrative with a beginning, middle, and end.
- The teacher will conduct reading mini-conferences.
- The teacher will document the results of the conference and provide scaffolding as needed.
- Bring the students back together in a large group, and have some students share their own books.

Learning Target: I can draw, dictate and write a narrative with events in order. (K.W.3.1)

Notes:

Text: Bring out a short text to use to point out details and beginning, middle, and end

Instructional Grouping: Small or Whole Group

Preparation: Gather sequence cards; make writing books for students; gather pencils and crayons for students

The use of this strategy may need to occur over consecutive days.

Model (I do):

- Display three to five sequence cards in front of the students.
- Tell a story using the cards and then write the story in front of the students. (Depending on the time of the year the teacher will draw, label or write in front of the students).
- Explain that a narrative tells events in order. The teacher will use an event from his/ her life to model this same strategy. Model how to draw pictures; then label and write.
- If time allows, read a short text to demonstrate how the details in the book are in order.

Guided Practice (We do):

- Review the anchor chart *How Writers Write*.
- Then ask the class to assist in telling an oral story about a specific event or item in their kindergarten class.
- Have the students tell the story aloud first (*think*), then have them use the chart paper to draw the events in the story aloud (*draw*). Add labels or writing (*label/write*).
- Then model how to add more pictures or letters//words to the story (*add details*).
- Read the story together as a class to make sure the details are in order.

Independent Practice (You do):

- The teacher will distribute a blank booklet to each student or partners.
- The students will *think, draw, label, write, and add details and read* to write a story about school.
- The teacher will conduct writing conferences with students, document the results of the conference and provide scaffolding as needed.
- The teacher will bring the students together in a large group, and have some students share their writing.

Learning Target: I can ask and answer questions about the text heard or read. (RL. 5.1)

Notes:

Text: Any new text; several new texts to distribute to student and their partners

Instructional Grouping: Small or whole group

Preparation: Choose a new book to read aloud (or wordless book); find a large picture; prepare chart paper with *I Wonder* as the title; gather a set of books new to the students to use for peer discussion (turn-and-talk)

The use of this strategy may need to occur over consecutive days until the group of students is ready to move on to asking questions.

Model (I do):

- The teacher will show the students a picture.
- Model how to phrase inquiry “wonderings” by thinking aloud.
- The statement should begin “I wonder”

Guided Practice (We do):

- The teacher will show the students the *I Wonder* chart. Explain its purpose.
- The teacher will show the students the new book.
- The teacher and the students will take a picture walk through the book, formulating “I wonder” statements together as a class.
- Using shared writing, the students and the teacher will craft “I wonder” statements about the book.
- The teacher will conduct an interactive read aloud, pausing to address the *I Wonder* chart as needed. The teacher will conduct a shared writing activity in which students write their “I wonder” statements.

Independent Practice (You do):

- The students will get a new book with a partner and turn and talk to formulate their “I wonder” statements about the book.
- Students will then draw, dictate, or write their “I wonder” statements.”
- The teacher will listen in and conduct mini-writing conferences.
- The teacher will document the results of the conference and provide scaffolding as needed.
- The teacher will bring the group together and have students share their work.

Learning Target: I can ask and answer questions about the text heard or read. (RL. 5.1)

Notes:

Text: Any text

Instructional Grouping: Small or whole group

Preparation: <https://www.teachervision.com/skill-builder/reading-comprehension/48617.html> Prepare wrapped present with a distinct object inside; prepare an anchor chart with a large Q or large question mark; put out individual student book baskets (browsing baskets)

The use of this strategy may need to occur over consecutive days.

Model (I do):

- Show the students the wrapped present.
- Model thinking aloud by posing questions about the wrapped present.
- While formulating the questions, add the question words to the anchor chart.
- Explain to the students that good readers are always asking questions about what they are reading.
- Introduce the video: <https://www.youtube.com/watch?v=FKol8wznKXs> and repeat to students the importance of asking questions.

Guided Practice (We do):

- Show the new book to the students.
- With the students' assistance, begin to pose questions about the book.
- Conduct an interactive read aloud, continuing to model how to ask questions while accepting responses from the students.
- Refer back often to the anchor chart, and conduct a shared writing lesson with the students on forming questions from a text.

Independent Practice (You do):

- Have the students locate their individual book baskets (browsing baskets).
- Explain to the students that they will need to ask questions about their books as they are reading independently.
- While they are reading, have students draw, dictate, or write questions from their selected text.
- Conduct mini-conferences, document the results of the conference and provide scaffolding as needed.
- Bring the students together in a large group, and have some students share the questions they have about their own books.

* This video offers other suggestions for teaching questioning: <https://www.youtube.com/watch?v=dbf6uTQuD7E>;

Learning Targets:

- **I can draw, dictate and write a narrative with events in order. (K.W.3.1)**
- **I can plan, revise, and edit my narrative story. (K.W.3.2)**

Notes:

Text: Books to use as mentor text to display for students

Instructional Grouping: Small or whole group

Preparation: Post the *How Writers Write* anchor chart; gather several sheets of chart paper; create blank books for students to write

The use of this strategy may need to occur over consecutive days.

Model (I do):

- The teacher will begin by reminding the students how they have been working on telling true stories about themselves and school events. Today we will learn how authors use more details in their writing to make readers feel like they were actually there.
- The teacher will tell an event from his/her life using few details.
- The teacher will model how to add details, such as a setting, people or events, to make the writing more accurate.
- The teacher will talk aloud as he/she writes to demonstrate how to think through the story.

Guided Practice (We do):

- The students will assist the teacher in creating another short story by adding details.

Independent Practice (You do):

- The teacher will display mentor texts for the students to use as a guide to their own writing.
- The students or partners will be given a blank book to write their own narratives. Some suggestions for titles should be the class field trip, fire drill, recess, or the first day of school.
- The students will *think, draw, label, write, add details* (revise) and *re-read* to write a story.
- The teacher will conduct writing mini-conferences with several students to assess their ability to write a narrative.
- The teacher will document the results of the conference and provide scaffolding as needed.
- The teacher will bring the students together in a large group and have some of the students share their writing.

Learning Targets:

- **I can plan, revise, and edit my narrative story. (K.W.3.2)**
- **I can participate in conversations about my narrative writing (K.C.1.4)**

Notes:

Text: Teacher created story that needs to be edited

Instructional Grouping: Small or whole group

Preparation: Locate a previously written teacher piece; students should have narrative pieces they have previously written; prepare an anchor chart or pocket chart with a Writer's Checklist; prepare a sample kindergarten narrative story that needs to be edited

The use of this strategy may need to occur over consecutive days.

Model (I do):

- Show the students a narrative piece you have written (with items left off so that editing will be easier).
- Explain that good writers check their writing to make sure it looks and sounds right before they are finished and ready to publish. Good writers re-read their stories and look for things to fix.
- Show the students a piece of writing that the teacher has previously written.
- Then show the students the blank Writer's Checklist.
- Re-read the writing. After reading it again, model how to edit, looking for sentence structure, punctuation, capitalization, spelling, and neatness*. Choose 1-2 items to place on the checklist.

* Each of these items on the Writer's Checklist will need to be taught separately in subsequent lessons.

Guided Practice (We do):

- The teacher will show a sample piece of writing.
- Using the Writer's Checklist, the teacher and the students will edit the writing, sharing the pen to correct the writing.

Independent Practice (You do):

- The students will work independently or with a partner to edit one of their narrative pieces from this unit.
- The teacher will conduct writing mini-conferences with several students to assess their ability to edit their writing.

- The teacher will document the results of the conference and provide scaffolding as needed.
- The teacher will bring the students together in a large group and have some of the students share their writing.

Learning Targets:

- **I can draw, dictate and write a narrative with events in order. (K.W.3.1)**
- **I can plan, revise, and edit my narrative story. (K.W.3.2)**
- **I can create a book about me with teacher support. (K.W.3.1)**

Notes:

Text: any text that suggests the All About Me context (i.e. *Bright Eyes, Brown Skin* by Cheryl Willis Hudson, *Chrysanthemum* by Kevin Henkes, *I Like Me* by Nancy Carlson, *Stand Tall, Molly Lou Melon* by Patty Lowell, *I Like Myself* by Karen Beaumont)

Instructional Grouping: Small or Whole Group

Preparation: Create All About Me blank books; provide students' access to the anchor charts created in this unit; provide students' access to mentor text (some listed above).

Lesson procedure:

- Conduct an interactive read aloud, using a mentor text under the theme *All About Me*.
- Discuss the beginning, middle, and ending of the story, using chart paper.
- Model how to write your own personal narrative, using a beginning, middle and end that is sequenced correctly.
- Distribute the *All About Me* blank books to the students, and have them create their own *All About Me* story.
- Have the students edit and revise, using the Writer's Checklist.
- Conduct writing mini-conferences with several students to assess their ability to edit their writing.
- Document the results of the conference, and provide scaffolding as needed.
- Bring the students back together in a large group, and have some students share their writing.

Potential Assessment Tasks

Culminating Assessment (K.W.3.1 and K W.3.2)

Learning Target- Students will write an on-demand narrative based upon a story read aloud by the teacher.

Materials Needed

Teacher- [Teachers' Directions for Time to Write: Narrative Writing](#) and the [Kindergarten Narrative Writing Rubric](#) found in the Appendix

Student - [Narrative Time to Write for Students handout](#) found in the Appendix

Procedure:

- Read aloud the narrative story *My Friend, Jim*.
- Allow three minutes for students to turn and talk about the story to their partner.
- Read the prompt aloud, and clarify the directions.
- Provide adequate time for students to produce a writing piece that follows the writing process.

Optional rubrics:

(K. W.3): Writing a narrative

1. Sample rubric

Indicator	Needs Additional Support	Progressing Towards Expectation	Mastery
With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	With guidance and support retells portions of familiar texts; identifies beginning, middle or end when a familiar text is heard.	With guidance and support retells most of familiar texts; identifies beginning, middle and end when a familiar text is heard.	With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.

2. Use a teacher-created rubric based solely on assessing a narrative writing piece. iRubric at <http://www.rcampus.com/indexrubric.cfm>

Formative Assessments

(K.RL.7.1 and K.C.1.2): During a reading conference, ask students to retell story that was previously read to them using a rubric to determine level of understanding. An example rubric for K.RL.7.1 is below.

1. Sample rubric

Indicator	Needs Additional Support	Progressing Towards Expectation	Mastery
With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	With guidance and support retells portions of familiar texts; identifies beginning, middle or end when a familiar text is heard.	With guidance and support retells most of familiar texts; identifies beginning, middle and end when a familiar text is heard.	With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.

2. Use a teacher-created rubric based solely on identifying setting using iRubric at <http://www.rcampus.com/indexrubric.cfm>

(K.RL.7.1 and K.C.1.2): Students can retell a story by drawing pictures about the story.

1. Place props or pictures from stories read aloud, and have the students retell the stories through dramatic play. A checklist or an anecdotal record sheet can be used to observe the students' retelling.
2. Use a teacher-created rubric based solely on identifying setting, using iRubric at <http://www.rcampus.com/indexrubric.cfm>

(K.RL.7.1, K.C.1.1, K.C.1.2): One way to assess student understanding of the sequence of a story is to choose a different, familiar book and ask students to identify the beginning, middle, and end of that story. You can strengthen students' understanding of these ideas by focusing on the beginning, middle, and end of a familiar event, such as the school day, and ask students to describe it, using these terms. Students should be able to discuss and write and/or draw pictures to demonstrate mastery of retelling. Students can also draw events from the beginning, middle, and ending of texts. Students should be supported and encouraged to write sentences using key story details to retell familiar texts. As students are assessed through their retelling, the teacher should listen and/or observe for the use of vocabulary/language from the story, their ability to make inferences, and use of the story's structure to guide their retelling.

(K.RL.5.1):













1. The teacher can create a six- page booklet for each student. The students can write draw or dictate six questions that begin with *who*, *what*, *when*, *where*, *how*, and *why*.
2. The students can create individual “I Wonder” pages in their Writer’s Notebook for the teacher to use and assess during writing conferences. A rubric or checklist could be used.

FORMATIVE ASSESSMENTS

(K.W.3.1and K.C. 1.4): The teacher can create a standardized narrative writing checklist that could be used as he/she confers with students.

Writer’s Checklist for _____							
Date	Draws, dictates or writes	Has an event or events	Details are in order	Has a reaction	Edits writing	Revises writing	Writing is neat

(K.W.3.2): The teacher can create a student friendly Writer's Checklist. This checklist should be used by the students to assess their own writing,

I have a capital letter at the beginning of my sentences.		
I have a . ! ? at the end of my sentences.		
I wrote neatly and used my best handwriting.		
My story is in order.		
My story makes sense.		
There are spaces between my words.		

Resources

Strategies and Lesson Plans

Readtennessee.org provides a variety of lessons on sequencing

<http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%202%20Tell%20A%20Story.pdf>

Writing Fix Units for Kindergarten

http://writingfix.com/workshop/jodies_units/Unit1.htm

Readworks.org provides a variety of lessons on sequencing

<http://www.readworks.org/lessons/gradeK/sequence>

Readingrockets.org contains activities and lessons to support retelling

<http://www.readingrockets.org/article/strategies-promote-comprehension>

Readworks.org provides a lesson plan (50 minutes) focusing on retelling

<http://www.readworks.org/lessons/gradeK/plot/lesson-1>

Sesame Street 2:53 video clip Beginning, Middle, and Ending

http://www.sesamestreet.org/media/video_26492009-157b-11dd-9bc7-777dea8a73e7?video=26492009-157b-11dd-9bc7-777dea8a73e7

Research on the power of retelling for building oral language and comprehension

<http://www.ernweb.com/educational-research-articles/retelling-improves-reading-comprehension/>

A lesson plan using text-based evidence. This site includes videos from the teacher and resources.

<http://www.nysut.org/resources/special-resources-sites/nys-learning-standards/articles/lesson-plan-kindergarten-on-the-farm>

Writing in Kindergarten

http://www.ilwritingmatters.org/uploads/4/0/7/1/40712613/guidance_for_writing_in_kindergarten.pdf

Shared Writing Techniques

<http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html>

Guided Writing techniques

<http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html>

Building comprehension

<https://www.teachervision.com/skill-builder/reading-comprehension/48617.html>

Asking questions

<https://www.youtube.com/watch?v=FKol8wznKXs>

Suggestions for teaching questioning

<https://www.youtube.com/watch?v=dbf6uTQuD7E>

Images to use for on-Demand Narrative Writing

<http://www.slideshare.net/kevcummins/150-amazing-writing-prompts-pictures>

Using Mentor Texts to Motivate and Support Student Writers

<http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber>

Writing with Mentor Texts

http://elacss.ncdpi.wikispaces.net/file/view/ELA_Webinar_-_Writing_with_Mentor_Texts_April_18_2013.pdf

Using Mentor Texts to Empower Student Authors

<http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors>

Always Write: Mentor Texts

<http://corbettharrison.com/mentortext.html>

Read Alouds or Mentor Texts

Bright Eyes, Brown Skin by Cheryl Willis Hudson

Chrysanthemum by Kevin Henkes

I Like Me by Nancy Carlson

Stand Tall, Molly Lou Melon by Patty Lowell

I Like Myself by Karen Beaumont

NARRATIVE WRITING RUBRIC KINDERGARTEN

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Setting	<ul style="list-style-type: none"> Establishes a well-elaborated piece of writing to narrate a single event or several linked events 	<ul style="list-style-type: none"> Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events 	<ul style="list-style-type: none"> Attempts to use a combination of drawing, dictating, and writing to narrate a single event. Missing information provides confusion. 	<ul style="list-style-type: none"> Uses drawing and dictating to narrate a single event.
Organization/Plot	<ul style="list-style-type: none"> Uses temporal words to signal event 	<ul style="list-style-type: none"> Events are in the order of which they occurred 	<ul style="list-style-type: none"> Events are present but may not be in the order of which they occurred 	<ul style="list-style-type: none"> No events are present
Narrative Techniques	<ul style="list-style-type: none"> Includes details to describe a reaction to what happened in a real or imagined experience or event 	<ul style="list-style-type: none"> Provides a reaction to what happened in a real or imagined experience or event 	<ul style="list-style-type: none"> Provides an inappropriate or confusing reaction to what happened in a real or imagined experience or event 	<ul style="list-style-type: none"> Provides no reaction to what happened in a real or imagined experience or event
Language Conventions of Grammar and Usage	<ul style="list-style-type: none"> Prints upper and lower case letters correctly and proportionally Demonstrates mastery of proper spacing between all words and word placement on the lines 	<ul style="list-style-type: none"> Prints upper and lower case letters correctly Demonstrates proficiency of proper spacing between most words and word placement on the lines 	<ul style="list-style-type: none"> Prints some upper and lower case letters correctly Demonstrates some proficiency of proper spacing between words and word placement on the lines 	<ul style="list-style-type: none"> Prints few upper and lower case letters correctly Demonstrates little to no proficiency of proper spacing between words and word placement on the lines
Language Conventions of Capitalization, Punctuation, and Spelling	<ul style="list-style-type: none"> Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” and proper nouns Uses end punctuation correctly Uses conventional spelling for words with common spelling patterns Spells irregular and/or high-frequency words correctly 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun “I” Uses end punctuation Writes letters for most consonant and short-vowel sounds Spells simple words phonetically 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun “I” Uses end punctuation incorrectly Inconsistently writes letters for consonant and short-vowel sounds Spells some simple words phonetically 	<ul style="list-style-type: none"> Capitalizes incorrectly with many errors Does not use end punctuation Writes letters with little to no sound/spelling correspondence of consonants and short vowels Spells few to no simple words phonetically

Adapted from Elk Grove Unified School District in Elk Grove, California.

Time to Write: Narrative Writing
Kindergarten
TEACHER DIRECTIONS

Teacher says:

I am going to read you the story, *My Friend, Jim*. It is written by John.

My Friend, Jim

I have a friend named Jim. He has been my friend since we were babies. I get to play with Jim at school and at home. Jim lives next door to me so I get to be with him a lot. We sit together at school too! We like to do things together. We ride bikes. We play games. We play ball. We sing songs. We have fun together. Jim is my best friend.

Teacher says:

Turn and talk about the story. *(Allow around three minutes for students to discuss story).*

Teacher says:

Listen as I read the writing directions.

In this story, John writes about his best friend, Jim. Think of a friend you have, in or out of school. Draw a picture and write a story that comes to mind when you think of this friend.

Teacher says:

Turn and talk about the story you plan to draw or write about. *(Allow around three minutes for students to discuss what they will draw and/or write).*

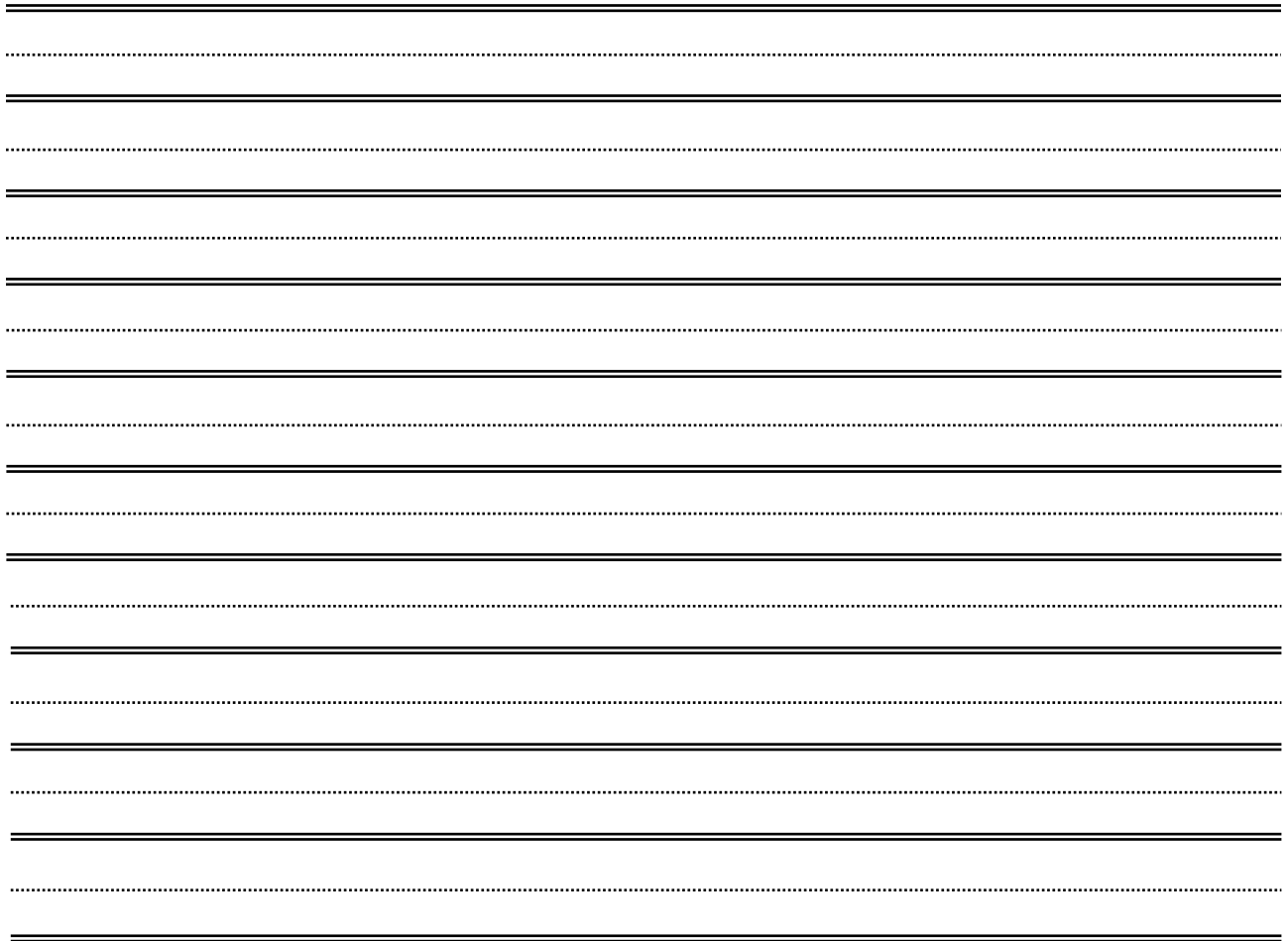
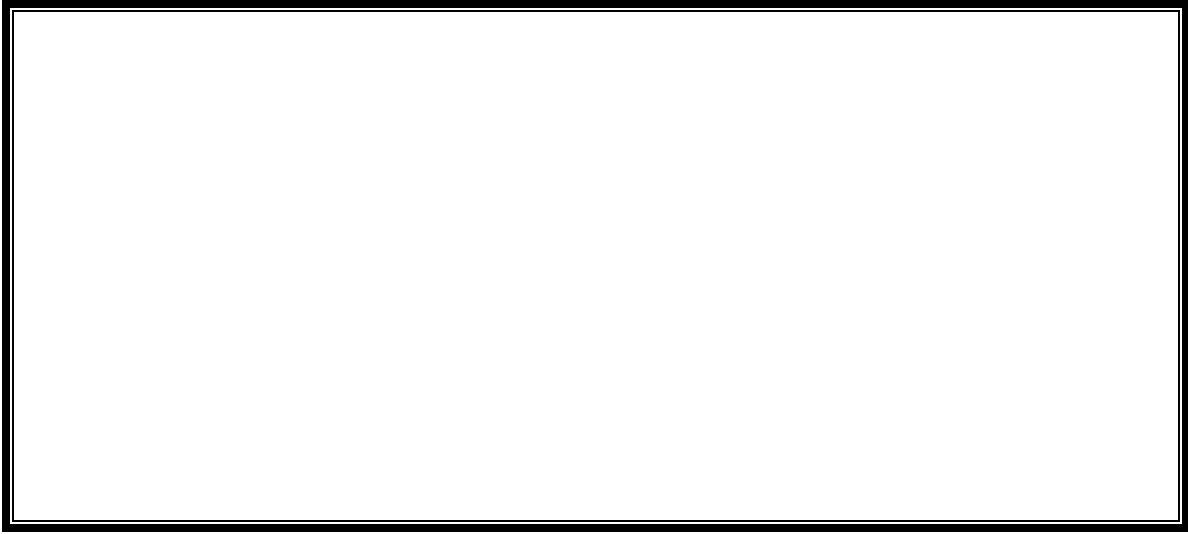
Teacher says:

Before you start your story, let's review the Writer's Checklist. Listen as I read the reminders. When you are finished drawing and/or writing, please remember what to do when you are writing a story.

I can remember to draw and write

- ☒ what happened.
- ☒ details about the story.
- ☒ what happened first.
- ☒ what happened last.
- ☒ the beginning, middle, and end of the story.
- ☒ the story so that it made sense.
- ☒ letters for the sounds I heard.
- ☒ so that I can read my writing.
- ☒ words and put spaces between them.
- ☒ lowercase letters unless capital letters are needed.
- ☒ capital letters to start every sentence.

Time to Write: Narrative Writing
Kindergarten



My Friend, Jim

Written by John



I have a friend named Jim. He has been my friend since we were babies. I get to play with Jim at school and at home. Jim lives next door to me so I get to be with him a lot. We sit together at school too! We like to do things together. We ride bikes. We play games. We play ball. We sing songs. We have fun together. Jim is my best friend.

Writer's Checklist

I can remember to draw and write:

- ☐ what happened.
- ☐ details about what happened.
- ☐ what happened first.
- ☐ what happened last.
- ☐ the beginning, middle, and end of the story.
- ☐ read over your story to make sure it made sense.
- ☐ letters for the sounds I heard.
- ☐ so that I can read my writing.
- ☐ words and put spaces between them.
- ☐ lowercase letters unless capital letters are needed.
- ☐ capital letters to start every sentence.

Kindergarten Narrative Writing: Telling Stories Real or Imagined
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